

Looking Forward

*Alternative Schools Advisory Committee
2009–10 Annual Report*

Presented to:

OCDSB Education Committee, June 2010

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Overview

- 2009–10 program review process and follow-up has been ASAC's focus this year
- Alternative Program strengths have been formally recognized
- Post-review period is an opportunity to move forward with recommendations from the 2008 Revitalization Report
- Post-review program renewal activities are now the focus for ASAC and the remaining Alternative Schools
- Looking forward

The Alternative Schools Advisory Committee (ASAC), along with the Alternative school community, OCDSB staff and trustees, and other stakeholders, engaged in the Alternative Elementary Program Review that was carried out between June 2009 and February 2010.

Direct participation in the review process, as well as outreach activities and post-review assessment and follow-up work, was the main focus of ASAC during 2009–10. For the Alternative school councils, involvement in the review was also a major occupation over this time period, to some extent diverting time and energy from other program-related projects and activities.

The intense focus on the nature and value of the Alternative Program that was created by the review has also proven to be an opportunity to engage and energize the Alternative community and build new momentum for moving forward.

The motions passed by the board in response to the final report of the review stated that “the OCDSB recognize the strengths of the Alternative program” and called for a renewed focus on understanding and implementing alternative practices. Three of the motions passed by the board request that ASAC work with board staff to enhance the regular English/Core French and Alternative programs based on practices from the Alternative Program. These directives will frame the ASAC agenda to some extent in 2010–11.

However, recommendations for strengthening the Alternative Program itself were not included in the staff report. ASAC had proposed a number of revitalization initiatives (outlined in the document *Towards a Revitalization of the Alternative Program*, presented to the OCDSB in 2008), but did not find central support for efforts to have these recommendations addressed, in part because the program review was planned for 2009–10.

ASAC has taken the opportunity to revisit the Revitalization Project recommendations in light of the review outcomes and renewed interest in strengthening the program among groups of parents and staff at Alternative schools.

Alternative schools have, independently, started their own renewal initiatives, prompted by the review process. Communication and information sharing among the Alternative schools (through ASAC and other channels) has been excellent, enabling a consensus to emerge regarding the key central supports the program requires to enhance its acknowledged strengths.

In this report, ASAC has narrowed the recommendations from 2008 down to the single action believed to be most critical for enabling the program to move forward. In addition, several of the other recommendations from 2008 and new initiatives emerging from the review are addressed in this report and will be on ASAC's agenda for 2010-11.

In the wake of the program review, the main question now is "Where do we go from here?" From the beginning of the review process, it was clear that the status quo was not the desired outcome for program supporters or those who thought the program was no longer necessary.

The Alternative Program needs to evolve if it is to continue being distinctive and innovative. The Alternative Program was worth keeping—looking forward, it is also worth supporting.

Alternative Strengths

- A distinctive educational option
- An inclusive environment meeting the needs of all our students
- Centres of excellence and innovation
- Generators of best-practices and educational resources

During the review, the board, ASAC, and others who made submissions, noted the strengths of the Alternative Program. Developing a new vision must include building on these strengths. ASAC is prepared to move ahead with the revitalization work that was started in 2006 and articulated in the 2008 report, informed by the contributions made by participants in the review process.

The strengths identified by review participants as being key Alternative Program characteristics represent the Alternative Program at its best. Looking forward, this describes the educational experience the program seeks to provide for every student, and it is a starting point for embarking on a visioning exercise to map future directions for the Alternative Program.

A distinctive educational option: The differences between Alternative and non-Alternative schools are apparent: Students work together in multi-grade classes and other multi-age groupings, with peer-mentoring being an important facet of the educational process. Competition and extrinsic rewards are discouraged in favour of cooperative activities and cultivating an intrinsic love of learning. Parents participate as partners in education and are a significant presence in the classroom and the school.

An inclusive environment meeting the needs of all our students: The diverse student population of Alternative schools includes a broad spectrum of special education students. Teachers strive to accommodate the learning styles, strengths and challenges of all students. Groups include students of varying levels of ability. Students are recognized as key actors in the creation of a welcoming and accepting learning environment for all. Personal responsibility, open discussion and reconciliation are used to resolve conflicts.

Centres of excellence and innovation: Alternative schools are characterized by an atmosphere of experimentation and pushing of boundaries. The school community (teachers, students, parents) embraces intellectual risk-taking and provides opportunities for piloting new programs and projects that are in keeping with the program principles. These qualities attract high numbers of student teachers and open up research opportunities for academic study.

Generators of best-practices and educational resources: The Alternative Program and individual schools build on a strong foundation of leadership in

developing new educational paradigms and best practices. Founded on principles and practices that are now moving to the forefront, the program provides models of best practices that may be incorporated in all schools and continues to be at the leading edge in developing best practices for the future.

The review demonstrated that the program is distinctive. Some influential stakeholders, however, concluded that these differences are not significant enough to merit a program designation. ASAC and the Alternative school councils require support in further nurturing these distinctions in all the program locations.

This revitalization work should be informed by the ideas expressed in the many submissions that were received during the program review in 2009–2010. The Alternative community is now proceeding with renewed confidence in the direction of strengthening the program, and ensuring that it offers benefits to the entire board.

Current Status

- Review reaffirmed trustee and community support for the Alternative Program
- Staff report did not offer direction for strengthening the program
- Trustee motions (passed and referred) are being followed by ASAC
- Alternative schools are undertaking independent renewal initiatives, as well as program-wide initiatives through ASAC
- ASAC has identified key requirements for moving the Alternative Program forward

This year's program review demonstrated that a majority of trustees support retaining an Alternative Program within the OCDSB. Community support for the program has been re-affirmed and a committed community of Alternative parents, teachers, students and administrators is looking forward to new opportunities for revitalizing the program. Although the final staff report for the review did not offer any specific recommendations for a strengthened program, many ideas are now being brought forward by ASAC, by schools, and by parents.

Follow-up on Trustee Motions

Motions passed by the Board of Trustees during the final phase of the review recognized strengths of program. Three of the motions passed request that ASAC work with board staff to enhance the regular English/Core French and Alternative programs through the identification, dissemination and promotion of the Alternative Program best practices. Several other motions related to equitable access and alternative program best practices have been referred to board committees.

ASAC has examined the motions and the potential implications for ASAC, such as monitoring OCDSB committees, assigning ASAC representation, and ASAC's response and advice regarding the implementation of the motions. The appendix to this report provides a table listing all of the approved and referred motions, and the possible ASAC responsibilities and actions related to these motions. Following-up on these motions will contribute to framing ASAC's agenda for next year.

Related to the main motion passed by the board, specific items ASAC will be following next year include:

Part B (parental involvement): ASAC will discuss and consider a more active role in the board's Parental Involvement Committee (PIC).

Parts C and D (cooperation and multi-age): ASAC will revisit the proposed multi-age best practices project from the 2008 Revitalization Report and seek board support in moving forward with this initiative.

Part E (Manor Park consolidation): ASAC requests that ASAC, the Lady Evelyn School Council and the Riverview School Council have the opportunity to provide input on the development of the consolidation plan. In addition, ASAC advises the board to conduct a post-mortem review of the issues that made program co-location at Manor Park unsuccessful. During the review ASAC had a constructive and illuminating dialogue with the Chair of the Manor Park School Council; the lessons learned from this experience should not be lost to the board. If program co-location becomes more prevalent in the future, it will be essential to improve understanding of the factors leading to favourable outcomes and unfavourable ones.

Parts F and G (Alternative best practices): ASAC has identified a number of requirements vis-à-vis addressing these parts of the motion.

- 1) Define “Alternative practices” as distinct from program principles;
- 2) Identify the Alternative best practices ASAC will recommend as suitable / most feasible for application in non-Alternative sites;
- 3) Define “showcase”;
- 4) Discuss potential venues/formats for sharing best practices (e.g. PD opportunities, case studies, video documentaries, site visits); and
- 5) Identify required resources.

ASAC will address these points next year and is looking forward to working on these projects which will be of benefit to both the Alternative Program schools and the other schools within the OCDSB.

Part H (School Effectiveness Framework): This part of the motion directs ASAC to take on a task that will require a significant investment of volunteer time. To facilitate efficient and effective use of this time, ASAC would like this project to be scheduled to take place in a brief time period, to be established based on the availability of staff to provide an initial workshop for the participating volunteers. Currently identified requirements relating to this part of the motion are:

- 1) Request a facilitated workshop on the SEF (to be presented by staff to ASAC);
- 2) Develop list of potential pilot projects/ programs for non-alternative schools (e.g. planned multi-grade classes, non-competition, parental involvement);
- 3) Propose potential quality improvement initiatives for the Alternative Program (e.g. enhanced mandate, development of metrics, defined expectations, Alternative PD);
- 4) Identify required resources.

Part I (Alternative principal placement): ASAC looks forward to working with staff as directed by this part of the motion. As for Part H above, a short and efficient critical path for this project would be preferred. Actions already identified by ASAC include:

- 1) Developing a common Principal Profile for the Alternative Program, as identified in the Revitalization Report;
- 2) Creating a briefing package for new principals;

- 3) Identification of mentors (former Alternative school principals);
- 4) A single superintendent to provide supervisory leadership and consistency in decision-making regarding program-specific issues.

The key recommendation made in this report is central to the support of new principals placed in schools with an Alternative Program. In addition, regular meetings of the Alternative principals will be an important element in strengthening and improving the program.

Two other issues that were noted in the final report but not in the motion debated by trustees are questions regarding the use of the provincial report card within Alternative Schools and accessibility to the program outside the Greenbelt. ASAC looks forward to reviewing the staff report on the feasibility of providing transportation to students outside the Greenbelt. In addition, ASAC requests that the board review Grant's catchment area at the earliest possible opportunity. The Grant Alternative Program was relocated to the western edge of its catchment and would benefit from western expansion of the boundary.

Finally, mixed messages from both the board and the ministry regarding allowable practices for the distribution of provincial report cards has hampered the Alternative Program's ability to explore alternative methods of assessment and evaluation, and discourage comparison (competition) of marks among students. With a new report card format being introduced for 2010–11, ASAC and the staff and administration of the Alternative schools will be exploring options for distribution and will seek to establish clear guidelines in consultation with central staff.

School-Based Initiatives

The review experience has prompted several school-based revitalization initiatives. Here are highlights from the activities taking place at the school level:

Churchill Alternative School: Churchill Alternative has had a series of meetings among parents and staff to discuss and review the principles of the AEP, and has produced revised "alternative program guides" and information letters for parents and staff. Planning for "alternative program renewal" activities at Churchill for next year is under way.

Grant Alternative School: Grant will be preparing for the all-day kindergarten and day care which will incorporate, as with all classes, the Alternative philosophy. School Council and staff will continue with Grant's very successful student-led conferences and school-wide activities promoting student engagement and parental involvement, while pursuing other opportunities to revitalize the Alternative Program.

Lady Evelyn Alternative School: The School Council's Education Committee hosted an Alternative Assessment discussion evening this spring. A main focus of discussion was the new format that has been introduced for student-led conferences and the new portfolios being developed by each student (potentially following the student over an eight-year period). Plans are being pursued to upgrade the parent

resource centre, develop a new primer for supply teachers, and have an introductory meeting in early September for all parents/guardians.

Riverview Alternative School: Riverview's School Council engaged in regular and consistent education with the parents and broader community (i.e. surrounding neighbourhoods) on the Alternative Program and what it means in the Riverview context. A Parents Reaching Out grant funded workshops for introducing the immigrant parent community (Riverview is a very diverse school) to the Ontario School System and the Alternative Program and how it is presented at Riverview. All staff participated in in-house workshops looking at the seven Alternative principles and how they are applied at the school. Planning and development of an internal review, consultation and visioning process, with parents and students, to determine our vision and make plans to strengthen Riverview's Alternative Program.

Summit Alternative School: "Imagining Summit" was the theme of a parent workshop hosted by the School Council for parents (including parents from the alternative feeder schools) and staff. An exploration of the seven program principles followed by a brainstorming session resulted in the development of a set of priority issues and actions related to improving the Alternative Program offered at the Intermediate level. Brainstorming sessions for students were also held, facilitated by a Summit parent. Plans have been made to improve the alignment between curriculum delivery and the Alternative Program principles in 2010-11.

Manor Park: A close look at the situation with Manor Park is required. Why did the program fail to thrive after relocation?; What was the role of co-location?; What "lessons learned" can the program and the board take away from this experience? These questions need to be answered, both for the future benefit of the Alternative Program and for other program co-location combinations.

There are many possible directions for going forward. Multi-year plans are being developed by ASAC and at several schools and there is a feeling of renewed commitment to the Alternative Program. ASAC and the school councils have long lists of possible projects and specific program-support materials that could be developed. For the short-term, ASAC has identified a single key recommendation that we see as critical to enabling the program to move forward.

Supports for Moving Forward

- An “Alternative Program Portfolio” for providing expertise and guidance to principals of Alternative Program schools, and consistency in decision making on program-specific issues
- Professional development and support for Alternative Program staff
- Clarification of the process for requesting flexibility regarding the time allocation model
- Commitment from the Alternative community to maintain our forward momentum

Discussions that took place at ASAC meetings and among Alternative school councils, staffs and communities in the aftermath of the review resulted in a coalescing of ideas for moving the program forward. A consensus has emerged identifying the key supports that are required to effectively seize this opportunity to renew the program.

An Alternative Program Superintendent and designated alternative Professional Development opportunities were main recommendations of the Toronto District School Board’s research report on its Alternative Program. Both of these recommendations have been implemented and are reported to be effective for supporting the program’s development. Nearly identical recommendations were included in ASAC’s Revitalization Project report, presented in 2008. Supported by all Alternative school councils and principals (in 2008), now is the time to implement these recommendations in Ottawa.

It should be noted that ASAC does not interpret providing an opportunity for program-specific PD to necessarily mean scheduling additional PD time for Alternative staff. This could be accomplished by providing Alternative Program administrators with the flexibility to interpret specified PD topics through an Alternative lens, or allowing the Alternative schools to propose a different plan for scheduled PD time.

In addition to regular program-specific PD, other forms of teacher support should be investigated. It has been suggested that a coach be designated to provide program-specific support for Alternative Program teachers; this coach could also be designated to support other teachers assigned to multi-grade classrooms. This would respond to the review outcomes regarding Multi-age and Best Practices. Alternative teacher accreditation and recognition would also support the ongoing development of the program.

While respecting the overall goals and intentions of both the Ontario curriculum and the OCDSB’s central time allocation model (TAM), the Alternative Program requires

flexibility in order to innovate and experiment with the development of new integrated curriculum units and methods. The TAM in particular has been perceived as a roadblock; there is a need to clarify the process for requesting flexibility and presenting specific plans. This goes hand-in-glove with the request for a program portfolio, which would provide central leadership for Alternative administrators and guidance for this process of renewal.

These are the key central supports that the program requires in the immediate future. Establishing the program portfolio is the lynchpin that will facilitate progress on the other issues. All forward momentum hinges on the continued and committed participation of the Alternative community.

Volunteer Contributions

ASAC members and school councils will:

- Contribute to strengthening the Alternative Program through ASAC initiatives and participation in board undertakings as directed by the trustees
- Develop program improvement plans and initiatives at the individual schools
- Improve outreach and sharing of best practices outside the program

ASAC has a substantial work plan in development for 2010–11. As indicated under Current Status, following through on work directed by trustee motions will require a significant commitment of volunteer time. ASAC will endeavour to recruit a sufficient number of volunteers to work with board staff to complete the work that has been directed by trustees. ASAC is willing to work with staff to develop project plans and timelines that will make efficient and effective use of the volunteer contributions.

ASAC also plans to follow up on the development and implementation of several Revitalization Project recommendations. Some of these plans relate to the trustee-directed work described above, for example, the multi-age best practices project and the development of a common principal profile.

Individual schools are developing alternative practices improvement plans and projects. This year's post-review activities were a starting point for a new cycle of renewal, with several school councils are formulating multi-year plans for moving forward. Some of the projects planned on Alternative best practices should provide useful materials for future work related to the trustee motion in this area.

ASAC members have also discussed a need for Alternative schools to be more active participants in other organizations, including the Ottawa-Carleton Association of School Councils (OCASC), and take a more active role in contributing to board-wide initiatives. A current member of an Alternative school council will be a member of next year's OCASC Executive.

Key Recommendation

Move forward with improving the supervisory structure by establishing an Alternative Program Portfolio

ASAC believes this change will contribute to achieving several other important goals, including:

- Ensure that Alternative schools have the opportunity to schedule a minimum of one PD opportunity related to the Program principles each year
- Clarify the process for allowing Alternative Program schools to request adequate flexibility within the time allocation model to accommodate plans for strengthening practices related to the Program principles

In discussions following the review, leading up to finalizing this report, a clear consensus emerged within ASAC and among some other stakeholders as well, that this request is the key to ensuring that all of our efforts to strengthen and improve the Alternative Program will be successful.

ASAC's preference is to ask OCDSB staff to bring forward a report regarding the creation of an "Alternative Program Portfolio". ASAC envisions a role that would complement, not replace, the role of the area superintendent. Ideally, the superintendent assigned this portfolio would be the same superintendent holding the ASAC liaison portfolio. This superintendent would have a supervisory role regarding program-specific developments, for example, approval of integrated curriculum plans and pilot projects, and guidelines for the distribution of provincial report cards. This would facilitate the development and implementation of innovative new approaches and ensure greater consistency in program-related decision-making for all program sites.

This is not a new or novel idea. The Ottawa board used to have such a role, held at one time by former Superintendent Lorne Rachlis. The TDSB currently does have such a position and could be contacted for a description of the role and its responsibilities within the Toronto board. This information should also be useful for developing a report on creating a similar role in Ottawa.

Looking back on some of the challenges the Alternative Program has faced over the past several years, it appears that having a single superintendent with responsibility for program-related decision-making would have lessened the amount of time and effort expended by Alternative principals attempting to find answers to questions, accelerated the process for approving new plans and projects, and ensured that

Alternative practices allowed at one Alternative school would be allowed at all Alternative schools.

Looking forward, an Alternative Program Portfolio could provide a new level of leadership for the Program. It is ASAC's hope that there will be senior staff interest in providing guidance through the renewal process to strengthen and improve the Alternative Program. The Superintendent could also have a role in facilitating better collaboration among Program principals, orienting new principals, planning for Alternative PD and other staff-related initiatives, and ensuring that modifications to the standard time-allocation model proposed by Alternative schools are in keeping with provincial, district, and program goals, and would not negatively impact student achievement or well-being.

Conclusion

Now that trustees have renewed their commitment to the OCDSB's Alternative Program, ASAC is looking forward to support from the board in reinforcing the program. Both ASAC and the individual Alternative schools have begun taking steps toward providing greater clarity to the various stakeholder groups within our community (students, staff, parents) with regard to their responsibilities and expectations, and are developing structures and resources to allow for the strengthening and revitalization of the program.

Next year will be challenging for both ASAC specifically and the Alternative Program as a whole. Some of the proposed plans and ideas are exhilarating, but to succeed we will need a high level of commitment from within our community as well as support from the board. This year, the trustees decided that the Alternative Program was worth keeping. Today, ASAC is asking for affirmation that it is also worth cultivating.

**Appendix:
Status of Trustee Motions and Related ASAC Activities,
June 2010**

A) Motions Passed by OCDSB Trustees

Motions passed by OCDSB Trustees	ASAC Follow-up
A) That in future accommodation reviews alternative schools be looked at on the same basis as other schools involved in the review with regard to attendance area boundaries, recognizing that school boundaries may overlap with other school boundaries and ensuring that students who have access to a program continue to have access to that program;	1) Review staff interpretations once Feb 23 minutes are available 2) Monitor future accommodation reviews
B) THAT the OCDSB recognize the strengths of the Alternative program and increase the focus of parental involvement in all schools in the OCDSB through the Board Improvement Plans and school improvement plans;	1) Consider ASAC role re: PIC
C) THAT the OCDSB increase the focus on cooperation and teamwork in all schools in the OCDSB through the Board Improvement Plans and school improvement plans;	(See H below)
D) THAT the OCDSB promote the advantages of and provide support for the increased use of multi-age groupings and team teaching in all elementary schools in the OCDSB through the Board Improvement Plans and school improvement plans;	(See H below) 1) See proposed Multi-age best practices project from Revitalization Report
E) THAT staff be directed to develop a program consolidation plan for Manor Park Public School for implementation in September 2011;	1) Future ASAC agenda item 2) Request opportunity for input on CP from ASAC as well as Lady Evelyn and Riverview councils 3) Request a post-mortem on program co-location issues at MP

<p>F) THAT staff be directed to clearly market in school profiles and registration packages the use of alternative practices within the OCDSB where applicable and that staff be directed to develop a fact sheet on how school administrators, school councils, parents and students can work together to incorporate these practices in their community schools in a manner consistent with the School Effectiveness Framework, should it be their desire to do so;</p>	<p>(See H below) 1) Define “Alternative practices” as distinct from program principles; 2) Identify the Alternative best practices ASAC will recommend as suitable / most feasible for application in non-Alt sites</p>
<p>G) THAT staff work with the Alternative Schools Advisory Committee to identify what opportunities there are for alternative schools to showcase “current best alternative practices” for the other elementary schools in the board;</p>	<p>(See F above) 1) Define “showcase” 2) Discuss potential venues/formats for sharing best practices (e.g. PD opportunities, case studies, video documentaries, site visits) 3) Identify required resources</p>
<p>H) THAT the Alternative Schools Advisory Committee be asked to contribute to an investigation through a detailed review of the School Effectiveness Framework of, the scope of the alternative practices that could be recommended for implementation/ trial/ piloting in any elementary school in the district and for improving the quality of alternative practices in designated alternative schools;</p>	<p>1) Request a facilitated workshop on the SEF (to be presented by staff to ASAC); 2) Develop list of potential pilot projects/ programs for non-alternative schools (e.g. planned multi-grade classes, non-competition, parental involvement) 3) Propose potential quality improvement initiatives for the Alternative Program (e.g. enhanced mandate, development of metrics, defined expectations, Alternative PD) 4) Identify required resources</p>
<p>I) THAT staff work with the Alternative Schools Advisory Committee to determine what other process, in addition to the creation and review of the existing “Principal Profile”, might be used in choosing principals who truly embrace the seven tenets of the current alternative philosophy for appointment to alternative schools.</p>	<p>1) Principal Profile project from Revitalization Report 2) Briefing package for new principals 3) Identification of mentors 4) Program superintendent and regular principal meetings</p>

B) Motions Referred to Trustee Committees

Motions referred to trustee committees	ASAC Follow-up
1) SEF / Alt Ed Tracking & Monitoring	Monitor Education Committee
<p>WHEREAS recent legislative change now has made the Board of Trustees responsible for student achievement,</p> <p>WHEREAS it has become clear that definite progress in implementing the School Effectiveness Framework (SEF) is critical to improving student achievement, WHEREAS the Board recently directed supplementing the SEF at all elementary schools with important additional best practice expectations flowing from the Alternative Education Review debate, WHEREAS regular subjective evaluations of SEF implementation are already made but are not quantified as a rating in a way which would allow the Board to monitor District progress, WHEREAS the Board believes in the importance of tracking leading indicators of student achievement,</p> <p>THEREFORE BE IT RESOLVED THAT</p> <p>The OCDSB develop objective methods and standards for regularly verifying and tracking the actual degree of implementation, in all OCDSB elementary schools, of the School Effectiveness Framework and those tenets of the alternative program promoted through the Board Improvement Plan and school improvement plans.</p>	
2) Elementary New Best Practices Identification and Promotion	Monitor Education Committee
<p>WHEREAS it became clear as a result of the Alternative Education Review that exemplar Alternative Education schools have generated and likely will continue to generate best practices worthy of implementation throughout the District,</p> <p>WHEREAS OCDSB schools exemplifying innovative best practices may exist in non-Alternative schools as well,</p> <p>WHEREAS the Board believes in identifying, promoting and disseminating best practices in its schools,</p> <p>THEREFORE BE IT RESOLVED THAT</p> <p>A proposed protocol for the regular review and promotion, through the Board Improvement Plan and school improvement plans, of new and existing best practices emanating from regular and alternative OCDSB elementary schools, be developed and brought forward to the Board for approval.</p>	
3) Equity in Access to Designated Alternative Education Program Sites	Monitor Planning Committee
<p>WHEREAS the Board has confirmed the importance of offering designated elementary Alternative Education program sites in addition to a general promotion of alternative education best practices,</p> <p>WHEREAS the Board believes strongly that there should be reasonable equity of access to the designated program sites it establishes,</p> <p>WHEREAS all of the existing designated program sites are located within the Greenbelt and no bussing is currently provided to them from outside the Greenbelt,</p> <p>WHEREAS the OCDSB strives to provide reasonable equity of access all other programs it offers either by offering transport or by having a designated program location in each family</p>	

of schools,

WHEREAS it is not practical at this time to designate additional schools as Alternative Education sites outside of the Greenbelt due to space availability, disruption, uncertain demand and also given a preference for community schools if other options providing equity of access are available,

WHEREAS there is ample precedence for offering District-wide bussing to a limited number of sites for other program or special education sites of various sorts,

THEREFORE BE IT RESOLVED THAT

Staff bring forward a plan which would offer bussing to existing designated Alternative Education program sites for students living outside the Greenbelt and who are committed to attending a designated site.